DOCUMENT RESUME

ED 144 246 EA 009 960

TITLE	Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
PUB DATE	Apr 77
NOTE	70p.; Prepared by the Division of Pupil Personnel Services; For a related document, see EA 009 961
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Behavior Change; *Board of Education Policy; *Discipline; *Discipline Policy; Discipline Problems; Educational Alternatives; Elementary Secondary Education; Individualized Programs; Parent Participation; Punishment; *School Districts; State Surveys; *Students
IDENTIFIERS	*Alternatives to Suspension; *Pennsylvania

ABSTRACT

This document summarizes what disciplinary approaches other than detention, suspension, expulsion, and corporal punishment are being used in the schools of Pennsylvania. This information was obtained in a survey of selected Pennsylvania school districts. The disciplinary approaches fall into two main categories: (1) disciplinary techniques, which are single, specific activities, and (2) alternative programs, which attempt to attack the whole problem from many directions. The major disciplinary techniques listed in the survey questionnaires were punishment (including withholding privileges, isolation, and use of demerit systems), parental involvement (including home visitations, conferences with teachers, and reporting students' misconduct), individualization (including counseling and referral), adjustment of educational offerings (including schedule changes, tutoring, and special assignments), and behavior modification (including behavioral contracts and reward systems). Alternative discpline programs are varied, ranging from simple inschool suspension classes to fully developed alternative schools where students may enroll for one or more years. Summaries of alternative discipline practices in 20 Pennsylvania school districts are included. (Author/DS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144246

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ALTERNATIVE DISCIPLINARY PROGRAMS AND PRACTICES IN PENNSYLVANIA SCHOOLS

AN ADDENDUM TO THE GUIDELINES FOR SCHOOL DISCIPLINE

Prepared by
Division of Pupil Personnel Services
Bureau of Instructional Support Services
Pennsylvania Department of Education
April 1977

EA 009 960

Commonwealth of Pennsylvania
Milton J. Shapp, *Governor*

Department of Education
Caryl M. Kline, *Secretary*

Office of Basic Education
Frank S. Manchester, *Commissioner*
Harry K. Gerlach, *Deputy Commissioner*

Bureau of Instructional Support Services
John Christopher, *Director*

Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

TABLE OF CONTENTS

DISCIPLINARY TECHNIQUES 1

ALTERNATIVE PROGRAMS 4

Abington School District 5

Allentown City School District 7

Bethlehem Area School District 9

BLAST Intermediate Unit 12

Bucks County Intermediate Unit 15

Carlisle School District 18

Central Bucks School District 21

Conestoga Valley School District 24

Erie City School District 27

Farrell School District 30

Harrisburg School District 32

Lancaster School District 36

Norristown School District 39

North Allegheny School District 42

Philadelphia School District 44

Phoenixville Area School District 51

Reading School District 53

Stroudsburg Area School District 56

Upper Darby School District 59

West Chester School District 62

OTHER APPROACHES TO DISCIPLINE:
WHAT PENNSYLVANIA'S SCHOOLS HAVE BEEN DOING

"For too many years education has used detention, suspension and expulsion as its only solution for disciplinary problems. Quality education for all youth demands the development of sound and practicable options and disciplinary alternatives."

In reponse to this challenge from Frank Manchester, Commissioner of Basic Education, the editors of Guidelines for School Discipline decided that an addendum was needed to summarize what disciplinary approaches other than detention, suspension, expulsion and corporal punishment are being used in the schools of Pennsylvania.

A questionnaire was circulated to a selected sampling of the school districts of the Commonwealth. The following is a summary of the information received from that survey.

The disciplinary approaches mentioned seem to fall into two main groupings: (1) those that are single specific activities, often isolated from the rest of the instructional program and that might be referred to as "disciplinary techniques"; and (2) those that would alter an entire program to try to attack the whole problem from many directions. The latter group of approaches includes alternative programs and alternative schools. In this addendum, we will deal with both types of programs under the heading of "alternative programs."

Disciplinary Techniques

Punishment - the first group of techniques extends the idea of punishment already extensively served by detention, suspension, expulsion and paddling. In this group the idea is simply to force the student to experience something he or she does not want to experience or to deprive the student of some desired experience.

a. Withholding Privileges - The student is prevented from participating in athletic, social or extracurricular activities. In this group would be the often-used social prohibition in which social activities are restricted until there is proof of behavioral improvement.

b. Isolation - The student is separated from the other students for short periods to allow tempers to cool and emotions to stabilize. Its purpose and duration set it off from in-house suspension and might not be considered by some to be punishment. But, for the average gregarious child, it does represent a form of punishment.

c. Demerit System - The demerit system, in which "bad" points are accumulated for each misdeed, is really only the path to punishment or treatment. But, as with grades, the demerits often become the punishment.

Parental Involvement - the second group of techniques recognizes the importance of the parent in the developing and present behavior of the child. These techniques entail involving the parent in the remediation of the child's school behavior.

a. Deficiency Reports - The parent is notified, most often in writing, sometimes by telephone, of the child's misconduct. Often the notification is restricted to a description of the behavior, but frequently remedial action or further contact with the school is recommended.

b. Visit to the home - The school administrator, the home-and-school visitor or the school social worker visits the home, usually with the student, to discuss the behavior with student and parent. Most often the goal of this visit is a jointly worked-out plan for behavioral improvement.

c. Conference with parents - Conferences, held in school, generally involve the teacher, counselor and administrator. The usual purpose is to get the parent and student to take cooperative action to remedy the behavioral problem.

Individualization - the third group of techniques focuses on individualizing the attention given to the errant student and to his or her particular problems. It assumes that the combination of causes behind an individual student's behavior are unique to the student and must be treated individually.

a. Counseling - A skilled counselor attempts, through individual counseling, to uncover the attitudes, experiences and influences that caused this particular student to behave as he or she does. Once such background is unearthed, the counselor and the student together work to redirect the impact toward constructive ends. Group counseling would also come under this heading since it focuses on the individual within a group.

b. Referral - The student is referred to another person or group who can provide a type of individual assistance that is not usually available from teachers, counselors or administrators. Referrals may be made to psychologists, social agencies, churches, juvenile officers or private schools.

c. Partners - The student may be assigned a partner who stays close throughout the day to help the student deal intelligently with problems that arise. The partner is usually a well-adjusted student who has the same schedule as the errant student.

d. Student Narrative - As an assurance that the student understands the behavior situation has been given proper attention, the student is asked to write a narrative describing the situation as he or she views it. This narrative is then compared to a written version prepared by the teacher or administrator. From the two versions, a plan for remedial action is worked out between the student and the teacher or administrator.

Adjustment of Educational Offering - the fourth group of techniques calls for some adjustment in the educational offering or some departure from traditional parts of that offering. The assumption is that something in the educational environment is contributing to the problem or that an innovation in the environment may cause a change in behavior.

a. Schedule Change - The student's schedule is changed to permit attendance in another class to avoid a personality conflict with a particular teacher, to provide the student an educational offering more in keeping with his or her ability, or to remove the student from certain peer associates who might be encouraging disruptive behavior. Sometimes the change is made to another building in the same district or to a cooperating neighboring school system. An extension of this would be transfer into an alternative program or school, which will be discussed in greater detail later in this publication.

b. Time Release - The school day is modified to permit the student to work at a job in the community during certain hours of the school day. The school keeps close contact with the employer so that the school is aware of the student's performance and behavior on the job. In many cases the school tries to tie the academic content to the knowledge needed by the job.

c. Special Assignments - The student is assigned to ride with the police, walk with the principal, observe court proceedings or spend a day visiting a hospital. The purpose of the activity is to get the student to relate some historical book-centered learning to the realities of life.

d. Tutoring - Because much disruptive behavior is caused by students falling so far behind the class work level that they have lost all interest in class proceedings, many disruptive students are tutored in the hope of bringing them up to class level. Often another purpose is to correct improper learning patterns or to provide students learning techniques which they have never mastered. Tutoring may be by teachers, parents or other students, usually on an individual basis.

Behavior Modification - a fifth area of techniques makes systematic use of the ideas related to behavior modification. Briefly put, behavior modification calls for a system of rewarding good behavior while, within limits, ignoring bad behavior. Removing most of the negative approach implicit with systems that stress punishment, behavior modification sets out to identify, recognize and reward positive, constructive behavior.

In the process it aims to build self-esteem and instill a belief that the student can learn.

a. Behavioral Contract - This is a written agreement between the student and any combination of parents, teachers, administrators or others concerned with the student's behavior. The agreement usually provides that the performance of specific tasks or the observance of a certain level of behavior will result in the student's receiving specified rewards.

b. Reward Systems - Rewards may be related to either group or individual performance. In the group approach, an agreement is made to reward a class or school for certain behavior. For example, if the area around the school is kept free of trash for a month, the school will sponsor a dance. Honor rolls, good citizenship awards, hall freedom for citizenship awards receivers, special library liberties, limited class cuts or individual study rights are other examples of rewards.

Alternative Discipline Programs

In the following section, 19 alternative disciplinary programs are briefly described. These run the gamut from simple, in-school suspension classes and resource rooms where a disruptive student may spend as little as one period or one day to fully developed alternative schools where students may be enrolled for one or more years. Some of these programs offer a wide range of academic subjects, supportive services and work opportunities, while others involve only a supervised study experience not intended to provide specialized academic or behavioral remediation. A few of the alternatives try to "mainstream" disruptive students and integrate them into the regular program as much as possible. On the other hand, some schools offer programs which are, by intent, isolated from the regular school in order that they may create a real option to the traditional school situation which "turned off" the student initially.

Upon your review, it will become clear that these programs were designed to meet a wide range of disciplinary problems and needs. Our objective in selecting these particular programs was to present an overview of some of the alternatives presently in use in Pennsylvania schools. The list of 19 is in no way intended to be inclusive, nor were the individual statements designed to present a complete description of the program. Rather, this addendum is only a resource and stimulus for those schools which will be developing disciplinary alternatives in the future.

Over the past few years the term "alternative education" has been used to describe a wide variety of options to the regular school program. Most often these schools or educational programs <u>were not</u> created specifically for disruptive students. Therefore, the use of this term in relation to discipline might lead to some misunderstanding. As used in this document, the term alternative has a restricted connotation in that it relates only to those schools and programs designed principally for disciplinary purposes or for the disruptive students.

ABINGTON SCHOOL DISTRICT
ON-SITE LEARNING CENTER

SCHOOL DISTRICT
Abington School District
1841 Susquehanna Road
Abington, Pa. 19001

CONTACT PERSON
Mr. Dan Turner
Vice Principal
Telephone: 215-884-4700, Ext. 203

TYPE OF PROGRAM: On Campus Disciplinary Program

TYPE OF DISTRICT: Suburban (some urban)

GRADES INVOLVED: 9 & 10

NUMBER OF STUDENTS:
-In District 9,700
-In Program 20

PROGRAM STAFF: 2 full-time teachers
Regular counselors

FUNDING SOURCE(S): District

PROGRAM STARTING DATE: 1973

PROGRAM LOCATION: On-site

HOURS OF OPERATION: 10:15 a.m. - 3:45 p.m.

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

Students in this program are those who have been suspended more than once, who have been serious discipline problems or who have had severe attendance problems. Prior to entry into this program a number of other approaches had been tried, such as directed study conducted by teacher aides, extensive counseling, ability grouping, multi-suspensions and most of the other traditional disciplinary procedures. This program is, in effect, the last step. There are no specific types of disruptive students excluded from the program.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

The guidance staff members and administrators identify the students who should be placed in the program. An effort is made to secure parental approval prior to placement, but occasionally a student is placed in the program without that approval. The student may be placed in the program at any time. Because of the size of the program, there is no formal screening of the students. The emphasis is on informal counselor-teacher-administrator consultation.

Abington School District
On-Site Learning Center

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The curriculum is essentially the same as that for regular students. Each day begins in the assigned program room with two teachers concentrating on English, social studies, math and science. Later in the day the student is able to leave the assigned room to take elective courses in the regular program. Following these elective subjects, students return to the assigned room for more work in the basic skill areas. The regular school guidance counselors continue to work with these students while they are in the program, offering the same services that would be available in the regular program. The two teachers conduct classes in the four courses mentioned and supervise any study hall time the students may have. During instruction the teachers use a classroom approach but give more individual attention due to the small class size.

The school day for these students begins later and ends later than the regular school day, so students avoid many of the peer contacts which would give rise to their behavioral problems. Since most of the time is spent in the one assigned room, such contacts are kept to a minimum throughout the day. While there is no prohibition on participation in extracurricular activities, the late schedule and the students' lack of interest in such activities make participation extremely limited.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

There is no formal procedure for students leaving the program. It is meant to be a 9th and/or 10th grade program with the students moving on at the end of 10th grade. The normal next step is entry into senior high school. Some of these students go on to 11th grade, while others either drop out or are placed in some other type of program by court order. If the teachers of the program observe a marked positive change in behavior, they sometimes recommend return to the regular program prior to the end of 10th grade. The administrator makes the final decision in this matter.

ALLENTOWN CITY SCHOOL DISTRICT
ALTERNATIVE LEARNING CENTERS

SCHOOL DISTRICT
City of Allentown
St. Cloud & Walnut Streets
Allentown, Pa. 18104

CONTACT PERSON
Mr. Robert Klova
Director of Secondary Education
Telephone: 215-820-2029

TYPE OF PROGRAM: Learning Centers

GRADES INVOLVED: 7, 8, 9

PROGRAM STAFF: 1 Coordinator/Teacher
Classroom teachers assigned as needed

PROGRAM LOCATION: Regular classroom

TYPE OF PROGRAM: Urban

NUMBER OF STUDENTS:
-In District 16,500
-In Program 22

FUNDING SOURCE(S): Title IV-C
Local

PROGRAM STARTING DATE: 1976

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

Students are placed in this program if they have two or more of the following characteristics: 1) truancy, 2) absenteeism, 3) failing grades, 4) disruptive behavior.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students are referred to the program by a teacher, counselor, administrator or parent. All referred students' records are reviewed in a conference with the student, the student's parents, the alternative program coordinator, the building administrator and the teacher of the alternative program. After a review of the student's records and a discussion of problems and possible alternatives, a decision is made on admitting the student to the alternative program full-time or part-time or returning the student to the regular schedule. Not all students who are recommended for this program are admitted.

Ninety-five per cent of the students attend the alternative program for one period a day. If the students' problem involves English, then they would report to the alternative room for the English class where they would receive remedial or individualized instruction for that period. A class consists of one to four students and, therefore, the alternative program teacher can devote individual attention to each student.

Allentown City School District
Alternative Learning Centers

Students who demonstrate exceptionally antischool behavior are placed in a tutorial, off-campus alternative system. The teacher and students meet several hours a day at a predetermined place in the community.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives-staff--facilities)

A preevaluation chart is completed for each student entering the alternative program. The purpose of this chart is to build some baseline evaluation data for each student in the areas of: 1) attendance from beginning of the school year to the present, 2) grades from the prior two years, 3) behavior and attitude as indicated by counselors and teachers. When the student leaves the program, this data is recorded on the chart. At two-, four- and six-week intervals after the student returns to the regular class, the teacher/coordinator consults with the classroom teacher and the counselor as part of a follow-up evaluation. This information is also recorded on the student's chart.

The learning center is staffed by one full-time teacher/coordinator and volunteer subject teachers as required. Volunteer teachers in the learning center do not receive study hall or cafeteria duty.

Students' programs are individualized according to their particular problems, though there is a concentration on basic skills and career development. The improvement of basic skills will provide the student the ability to succeed in a particular subject.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

The aim of this program is the eventual mainstreaming of the students. Each student's progress is evaluated weekly and monthly in the areas of behavior, attendance, attitude and achievement.

When the teacher/coordinator believes the student has made the necessary progress, the request to return to the regular class is submitted to the guidance counselor and the district administrator for the learning centers. After reviewing the student's performance, the district administrator makes the decision to place the student in the regular program. The teacher/coordinator of each learning center conducts the follow-up evaluation at two-week intervals.

Comment:

There are four alternative learning centers in four junior high schools. Each is staffed by a fulltime, certified teacher/coordinator, and each reports to a district administrator for alternative learning centers.

BETHLEHEM AREA
ALTERNATIVE SCHOOL

SCHOOL DISTRICT
Bethlehem School District
1815 Main Street
Bethlehem, Pa. 18018

CONTACT PERSON
Mr. Lester Gosling
Assistant Principal
Telephone: 215-865-5831

TYPE OF PROGRAM: Junior High Interim Program

GRADES INVOLVED: 8, 9, 10

PROGRAM STAFF: 7 teachers
1 counselor
1 administrator

PROCRAM LOCATION: Abandoned elementary school

TYPE OF DISTRICT: Urban

NUMBER OF STUDENTS:
-In District 15,000
-In Program 110

FUNDING SOURCE(S): Local District
Title I

PROGRAM STARTING DATE: 1973

HOURS OF OPERATION: Regular school day
Full school year

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria—student characteristics)

This program offers an educational option for those junior high students who are unable to adjust to the academic requirements and personal responsibilities demanded in the normal educational program. Most students accepted into this alternative school have a history of disciplinary problems and a related pattern of truancy, school failure, poor self-concept and ineffective relationship with peers, parents and authority figures. These same behaviors which cause difficulty in the school also contribute to problems outside school, and a number of the students in the program exhibit predelinquent behavior. In addition, many of the students in the alternative school are exposed to cultural, neighborhood and peer influences which place little worth on formal education and which reject many of the middle class values associated with success in public schools.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students are referred to the interim school program by school counselors of the four Bethlehem junior high schools. Entrance into the program is optional, and students are referred only after all other resources have been exhausted. Referrals by the counselors are frequently based on a pattern of nonattendance, failure in two or more subjects and a record of disruptive classroom behavior and disregard for school rules.

Bethlehem Area
Alternative School

Before enrolling in the school, students accompanied by their parents, meet with the counselor to discuss the philosophy and content of the interim program. Admission to the alternative school is always voluntary and parents may reject placement. However, in some cases the parents are informed that this placement offers a last opportunity before some more punitive form of action is taken.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The interim school is housed in a remodeled elementary school. Nine staff members are employed in the program making a staff-student ratio of less than 14 to 1. The staff includes seven certified subject area teachers, one counselor and one administrator in charge of the total operation of the school. Three of these instructors are responsible for teaching the core of typical junior high subjects, while the other four each specialize in a vocational area.

Before students are assigned any educational program, an intake interview and a conference are held to determine the type of experience the students should have at the interim school. The administrator and the counselor work with the students' abilities and unique needs. After these steps, the interim staff outlines a program that may provide the students the kind of educational experiences, support and guidance that will enable them to return to the regular school setting. A student's educational program involves individualized or small group instruction in the basic skills area. This academic component follows a sequence similar to that found in the regular junior high curriculum with specific emphasis on bringing each student up to grade level so that the student's chances for success after return to the regular program are increased.

In addition to basic skills, each student also participates in one of four vocational programs offered on-site at the interim facility: food services, automotive repairs, building and trades and home economics. This concentrated vocational experience ties in directly with a cooperative education activity which enlists concerned adults who provide work experiences in the community for some of the older alternative school students. This vocational aspect of the program is considered especially important since experience has shown that many of the students in the school will enter the labor market without completing their formal education.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Students who enter the program usually complete one year at the interim school. At the end of each school year a review of the student's progress is made. Return to the regular school program is

voluntary, and about 50 per cent return each year. Students in the 10th grade usually reenter the regular school and continue the cooperative education program or take additional training at the area vocational-technical school. Some students have continued in the interim school program for three years upon the recommendation of the school staff and the concurrence of the student's parents.

BLAST INTERMEDIATE UNIT
ALTERNATIVE EDUCATION PROGRAM

SCHOOL DISTRICT
BLAST Intermediate Unit 17
Courthouse, 48 W. Third Street
Williamsport, Pa. 17701

CONTACT PERSON
Paul Stone
Specialist, Federal Programs
Telephone: 717-323-8561

TYPE OF PROGRAM: I.U. Consortium for Disruptive and Delinquent Youth

TYPE OF DISTRICT: I.U. and seven coop. districts

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
-In District (7) 24,000
-In Program 25

PROGRAM STAFF: Project manager
3 CETA employes

FUNDING SOURCE(S): Gov. Justice Commission

PROGRAM STARTING DATE: 1976

PROGRAM LOCATION: Elementary school building

HOURS OF OPERATION: Regular school day including summer

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

The program is for those students who are disruptive, who may have a history of truancy and who in some cases are delinquent. These students do not usually respond to, and often resist, anything their home and school have attempted to do in a regular educational program. They do not readily conform to school rules, seldom respond to the normal disciplinary techniques and consequently, have a history of in-school and out-of-school suspensions.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Referral procedures for the alternative education program, developed by the seven participating school districts, insure that common criteria, admission standards and safeguards are employed by each cooperating school in the selection of students for the alternative program. These are summarized as follows:

1. Secondary school principals in the cooperating school identify potential "candidates." Contact is initiated with a program staff member and a decision is made as to whether the student will be formally referred for admission.

2. Once a student is referred, personnel from the home school and the program staff gather all pertinent information, including personal history of behavior problems and attempted remediating actions. The school counselor is an important staff resource in this process.

3. The program staff conducts personal interviews with the student. At this time, students are expected to sign a contract indicating their willingness to accept rules established for the operation of the program. The contract contains provisions that indicate the student will refrain from physical abuse and the possession and use of drugs; will treat the staff with respect; will attempt to complete the prescribed studies; and maintain the physical setting. Any violation of the terms of the contract may mean the end of the program for the student.

4. The program staff assesses the problems and needs of the student with the aid of home-school personnel and, on the basis of the information and interview, decides whether to accept the student into the program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The primary goal of this program is to help students complete their secondary education. It is expected that many students, with individualized programs based upon home-school materials and course plans, will be able to return to their home school to complete their education. For those students who may not return to their home school, there will be individual programs that will make it possible to acquire a Commonwealth Equivalency Diploma through the General Educational Development testing program, enter vocational-technical courses at Williamsport Area Community College or obtain employment part-time or full-time. It is anticipated that some students will leave the program either by their choice or by the staff's action before completing their education. These students will have an opportunity to reenter the program at a later time, contingent upon a clear commitment by the student, approval by the home-school principal and acceptance by the program staff.

In order for the alternative school students to be removed from their home-school environment where they have had negative experiences, the program is housed in an unused elementary building owned by the Williamsport Area School District. There are four classrooms and an office. The student's schedule is similar to that of regular school. Although there are no bells, students change classes. In this way, by having the environment resemble the regular school, the transition back to the home school is eased. By having the building located very near

the Williamsport Area Community College, students from outlying districts may be transported daily with students enrolled in vocational-technical programs at WACC.

A staff of four full-time people permits a low student-instructor ratio and makes it possible for these students to have a closer relationship with teachers and counselors and a highly individualized program of instruction. Each of the staff is viewed as a teacher/counselor and has had experiences with this type of youth, primarily in residential settings. Although the program includes instruction, the primary goal of these teachers is to develop a positive relationship with every student. Phasing in the instructional program is a gradual process determined by the progress the student makes in adjusting to the program and establishing a good relationship with the staff.

One of the objectives of the program is to have students maintain contact with their home-school personnel. The home-school personnel actively participate in the program by (1) providing pertinent educational and background information; (2) assisting in the development of subject area plans and materials for the individualized program for those students who will be returning to their home schools; and (3) participating in the follow-up monitoring of the students with the program staff. Home-school personnel provide instructional materials, lesson plans and tests for at least a two-month period. In return, progress reports are also supplied every two weeks to the home schools primarily through the counselors. Home-school counselors are also encouraged to visit the alternative school and contact the students. This home-school support is essential since this alternative education program is a support service, neither staffed nor equipped to operate as a separate entity. Thus, the home-schools' contributions of materials, equipment and personnel time, not only for their particular students but for all the students, is invaluable to the success of the program.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

It was noted previously that some students do not return to their regular school, but rather complete their education in the program. Others voluntarily or involuntarily leave the program with the option of possible readmission at a later time. Many of the students, however, are expected to return to their home school for the completion of their education. No formal procedures have been established to determine when a student is ready to go back to the regular program. This decision is usually made when there is mutual agreement between the student and the staff that the student is ready to handle the expectations and demands of the regular school. Since close contact is maintained between the seven cooperating schools and the I.U. alternative program, transition back to the home school is easy for most students.

BUCKS COUNTY INTERMEDIATE UNIT
MIDDLE EARTH

SCHOOL DISTRICT
Bucks County Intermediate Unit 22
Cross Keys Building
Routes 611 & 313
Doylestown, Pa. 18901

CONTACT PERSON
Mr. Richard W. Dalton
Supervisor of Special Classes
Telephone: 215-348-2940

TYPE OF PROGRAM: I.U. Alternative Program for Expelled Students

GRADES INVOLVED: 7-12

PROGRAM STAFF: Program Director
3 I.U. SED Cert. Teachers
3 Welfare Dept. Employes

TYPE OF DISTRICT: I.U.--Seven districts

NUMBER OF STUDENTS:
-In District 7 districts
-In Program 42

FUNDING SOURCE(S): Intermediate Unit
Gov. Justice Comm.
Welfare Dept.

PROGRAM STARTING DATE: 1971

PROGRAM LOCATION: Two centralized locations off campus

HOURS OF OPERATION: Regular school day
Full school year

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

Middle Earth is for students who have been expelled or are in the process of expulsion from the public schools. These students usually exhibit the common behavioral triad of underachievement, truancy and severe disruption. Some are on juvenile probation for a variety of criminal offenses. Very often these students evidence character disorders indicative of sociopathic behavior.

Students are rejected from Middle Earth if they have lower than dull normal intelligence, if there is demonstrable organic impairment or if there is confirmation of drug dependence.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Referrals to Middle Earth are made by the juvenile probation office, the intermediate unit, local schools and, to a lesser extent, parents. The process, which usually begins with referral to the intermediate unit's supervisor of special classes, follows closely the due process procedures for SED students, including a psychological and a psychiatric evaluation. Subsequently, there is a conference regarding a student's admission, attended by the director of the Middle Earth program and selected staff members. Usually attending the conference are staff

persons from the student's home school. If the decision is affirmative, the final option to attend the school rests with the student.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The Middle Earth schools use a behavior therapy strategy in which points are awarded to students for academic achievements. Students may earn as many as 250 points a day for their academic work in five classes: math, English, reading, physical or social science and a special-interest elective. Although class performance requirements may vary according to the differing styles and personalities of the different teachers, there is a dominant, single standard of achievement which is generally applicable. In math class, for example, all students must complete their daily assignments to a prescribed level of proficiency (90 per cent of the work correct) to obtain the maximum number of points allowed. Fewer points are given for lesser accomplishments so that students may be awarded no points if they fall below the 50 per cent criterion. Class work is individually tailored for students according to their known abilities and knowledge. Bonus points may be awarded for perfect attendance, for outstanding academic achievements, and/or completion of maintenance and cleaning chores. Point fines are levied for physical assault, property destruction and other disruptive behaviors.

The points earned by the student are used at the student's discretion to purchase a variety of goods or be converted to cash at the rate of a penny a point. Some students save to purchase rather expensive items for themselves, friends and relatives. More often, however, points are spent rather quickly on consumable items such as lunches, snacks and cigarettes at the school store or rentals at the school's recreational facilities. The overwhelming emphasis of this strategy is placed on positive reinforcement, because this is viewed as the most powerful and readily managed instrument of change.

So their level of achievement can be determined while they are in the program, students are tested on the Wide Range Achievement Test when they start at Middle Earth and then retested on the same scale at the end of the school year. An analysis of the arithmetic and reading scores on the WRAT is considered most important to the program because these areas probably have the greatest relevance to the future academic success and because they provide the broadest base for the acquisition of new knowledge. The Peabody Individual Achievement Test, which places a somewhat greater emphasis on conceptual skills, is also administered to selected students on a test/retest basis.

Attitudinal-behavioral data is accumulated by the administration of various tests, surveys and checklists to measure the attitudes of delinquent youngsters. The most promising of these scales was found to be the Quay Personal Opinion Study (POS) used to classify delinquent youngsters for differential treatment and placement.

Two other factors are pertinent to measuring attitudinal change: (1) impressions of parents, public school teachers, guidance counselors, child welfare workers and juvenile probation officers who have continuous contact with the youngsters and see them in a variety of environmental settings, and (2) the recidivism rate which predicts the effectiveness of the program in terms of the student's ability to adapt outside of the program.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Students judged improved to the extent that they could adjust in a public school are returned to the community. Readiness to return is measured by two criteria: (1) a student's manifest interest in returning to his/her regular school and (2) improved school behavior, including regular attendance, achievement and acceptable behavior, indicating positive self-growth.

The relationship between the staff and the students (there is a 1:3 ratio) is such that staff awareness of the above criteria becomes the standard for return to regular school. Usually, return to the home school is at the beginning of the new school year rather than in the middle of the term.

CARLISLE SCHOOL DISTRICT
ALTERNATIVE LEARNING PROGRAM

SCHOOL DISTRICT
Carlisle School District
623 West Penn Street
Carlisle, Pa. 17013

CONTACT PERSON
Dr. David Edgren
Adm. Asst. to Superintendent
Telephone: 717-234-5353, Ext. 42

TYPE OF PROGRAM: High School Program for Underachieving and Disruptive Youth

GRADES INVOLVED: 9-12

PROGRAM STAFF: 3 teachers
Clerical aide
Part-time special teacher from regular program

PROGRAM LOCATION: Off-campus building

TYPE OF DISTRICT: Urban/Suburban

NUMBER OF STUDENTS:
-In District 6,496
-In Program 40

FUNDING SOURCE(S): District
Gov. Justice Commission

PROGRAM STARTING DATE: 1976

HOURS OF OPERATION: Regular school day
Full school year

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This alternative program is for students who are between the ages of 14 and 17 and whose personal, social and academic needs are not met by the traditional education program. The educational records of these students almost always indicate excessive absenteeism or truancy, underachievement and generally disruptive behavior, including antisocial acts and disregard for authority. This pattern is typical of the dropout and most of these students have already mentally withdrawn from the educational program of the school.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Selection of student for the alternative learning program (ALP) is made in the spring from referrals initiated by several sources. Students may be referred by any member of the professional staff of the school, by the students themselves or by their parents. A unique feature of this process also allows referrals to be made by community agencies that have been involved with the students.

Carlisle School District
Alternative Learning Program

A referral must be in writing and is usually sent to the student's counselor. Upon receipt of a referral, the counselor gathers background information on the student and forwards this, along with a recommendation on placement, to the ALP staff. Following this step, the student and his/her parents are interviewed and introduced to the ALP. A recommendation on admission to the program is then made to the assistant superintendent, who makes the final determination on admission.

Prior to placement a signed statement of approval is required from the student's parents. For the best transition, most placements in the program are planned to coincide with the start of a six-week marking period. However, in crisis situations, admission may take place at any time.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The alternative learning program is housed off campus in a large, old house converted for classroom use. It is centrally located within the community. Prior to admission, each student's school record is reviewed and, if necessary, additional testing is performed. This information is collected on all students and the alternative learning teachers use it to design an individualized program tailored to each student's needs. The academic concentration of the program is on basic skills, with course work focusing on English, math, science and reading. Progress in these areas is evaluated every six weeks. The program is staffed by three teachers and an aide serving a maximum enrollment of 40 students. Special music and art teachers from the regular school visit the program for several periods each week.

In the area of affective education, the alternative school offers a series of values clarification experiences to help the students understand the basis on which they make decisions and to help create feelings of personal competency. Support services from the home-school counselors and the district psychologist are provided on a regular basis to help resolve personal problems and provide a continuous point of contact with the home school.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Students who are enrolled in the alternative learning program and who wish to withdraw to reenter the regular school must follow a procedure somewhat like that used for admission. This includes the following steps:

1. Submit a written request for the transfer (signed by student and parent) to the ALP teachers and give reasons for the request.

2. So the student can fully understand the significance of the transfer, the student must have a conference with the ALP teachers and a conference with the student's counselor at the receiving school.

3. Where either the ALP teacher or counselor feels that it is not in the best interest of the student to transfer from the program, a conference must be held with the parents. If after this conference the parents still support the student's request for transfer, the move back to the home school is made. Where the parent and student cannot reach agreement, the counselor makes a recommendation on the transfer to the assistant superintendent, who acts on the request.

As with entry into the program, most returns are made at the six-week marking period for ease of transition into the regular program. Even where the school personnel approve the student's request to transfer, all moves are made with the prior knowledge of the parent.

CENTRAL BUCKS SCHOOL DISTRICT
ALTERNATIVE SCHOOL

SCHOOL DISTRICT
Central Bucks
315 West State Street
Doylestown, Pa. 18901

CONTACT PERSON
Dr. Harry Klein
Director of Pupil Personnel Services
Telephone: 215-354-1400

TYPE OF PROGRAM: Alternative Junior High School

GRADES INVOLVED: 7, 8, 9

PROGRAM STAFF: 2 teachers
1 teacher aide

PROGRAM LOCATION: Former elementary school building

TYPE OF DISTRICT: Suburban

NUMBER OF STUDENTS:
-In District 12,200
-In Program 25

FUNDING SOURCE(S): Title IV-C
District

PROGRAM STARTING DATE: 1976

HOURS OF OPERATION: Regular school day
Full school year

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This program is primarily for disruptive students who become alienated from school and who will be the actual or "mental" dropouts in high school. These students frequently disrupt classes to such an extent that they prevent others from learning, or they constantly persist in behaviors which violate school rules. Very often these students exhibit a pattern of irregular attendance, refuse to do any school work, lack parental direction or control and are consistently in trouble both in and out of school.

Consequently, this school was created specifically for those students for whom the junior high school had totally exhausted its usual range of educational and disciplinary resources--for that small percentage of students who cannot be positively motivated, effectively controlled, or productively retained in a regular school program.

HOW DO THE STUDENTS GET INTO THE PROGRAM (referral--placement and admission procedures)

Students who exhibit the previously noted characteristics must be referred by both their counselor and administrator to a child-study team. This team, made up of an administrator, counselor, psychologist, social worker and a regular and alternative teacher, reviews the student's

record and gathers additional information necessary to make a determination concerning placement. A primary consideration in arriving at a decision is agreement by team members that the school has exhausted its regular options in dealing with the referred student.

If the student is recommended for the program, a conference is held among the alternative school teacher, the student and the student's parents. At this conference the parents discuss the findings of the child-study team and are introduced to the objectives and program of the alternative school. The decision to attend the alternative school rests with the parents and the student. For those who choose to attend, an effort is made to secure a commitment from both student and parents to abide by the school rules and to make the most of this new educational opportunity.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

For the alternative school to be different as possible from conventional school programs, it has been located in a former elementary school away from any of the other schools in the district. In that way the rules and organization of the school can be completely innovative and appropriate only to the program. The program is staffed by two teachers, certified in English, social studies, math and science, and a teacher aide. Enrollment in the alternative school does not exceed 25 students so that the classwork may be individualized.

Prior to entering the program, the student is administered a battery of achievement tests, diagnostic instruments in reading and math and a measure of self-concept. These form the basis for developing an educational prescription for the student, serve as a method of checking on progress, and, with subsequent posttest administrations, determine the overall effectiveness of the program. Student progress is also assessed through written self-evaluations prepared by the student and reviewed by the teacher every two weeks.

The instructional component of the program follows a diagnostic-prescriptive approach and emphasizes basic skills. Instruction in core areas involves the preparation of instructional packets geared to each student's achievement level and can be used in tutorial or small-group teaching situations.

Along with the effort to improve the student's academic performance, an attempt is made to help the students develop responsibility. Students take part in the maintenance and operation of the school and help to formulate the rules for behavior, attendance and performance. In regard to the latter point, responsible behavior is further stressed by having each student undertake several major independent projects. These are selected by the student, who prepares a written contract which specifies the plan, deadlines and the method for evaluating the outcome.

Responsible behavior will be reinforced through the application of a system of rewards and special privileges related to the student's behavior and the completion of assignments, such as the independent projects.

In addition to the academic and responsibility components, the alternative school provides on-going counseling. Much of this counseling takes place during regularly scheduled group and individual sessions. An effort is made to create a strong "caring" relationship between staff and students which facilitates teacher and peer counseling activities as part of the regular daily program of the school. Once every two weeks, all students are visited by their home school counselor to allow students to maintain contact with their regular school and to receive counseling and information related to special problems or concerns of the student. In this way, when the student is ready to terminate the program, the home school counselor will play the key role in integrating the student back into the regular school.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Ultimately, it is the objective of the alternative school to bring every student to the social and academic point where they can return to their regular schools. It is anticipated that this objective will not be met by all students; some will remain in the program through their junior high years. All students, however, will return to their regular schools for grade 10.

No formal criteria have been developed for readmission of the student to the home school. This move back to the home school is usually accomplished gradually over a period of time. With the agreement of the home school principal, students who are progressing well are invited to take part in home school extracurricular activities and later to attend elective courses in the regular program. If the student is able to handle these transition activities and if the constant monitoring of daily progress in the program by the teacher and counselor prove satisfactory, the transfer of the student is effected.

CONESTOGA VALLEY SCHOOL DISTRICT
ALTERNATIVE SCHOOL

SCHOOL DISTRICT
Conestoga Valley
2110 Horseshoe Road
Lancaster, Pa. 17601

CONTACT PERSON
Robert Cooper
Director of Pupil Services
Telephone: 717-397-2421

TYPE OF PROGRAM: Off-campus voluntary alternative program

GRADES INVOLVED: 8-11

PROGRAM STAFF: 2 teachers including guidance certified coordinator
1 aide

PROGRAM LOCATION: Elementary building

TYPE OF DISTRICT: Rural

NUMBER OF STUDENTS:
-In District 3,900
-In Program 12-15

FUNDING SOURCE(S): Title IV-C
District

PROGRAM STARTING DATE: 1977

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENT ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

The characteristic common to all students in the program is an inability to function within the regular school setting. All of the students have also expressed an interest in and commitment to the program. In identifying potential program members, the school is looking for students who possess some, but not necessarily all of the following characterisitcs: (a) those who have had a long standing problem in the educational program, (b) those for whom existing programs/services have been tried but have not been successful, (c) those who experience difficulty in coping with the structured school setting including authority and attendance, (d) those who have the ability to learn, but have not been successful in their attempts to do so, and (e) those whose academic and social profile point to possible serious problems at a later date.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

The school counselors prepare lists of students who they feel would benefit from this program. They may submit names at any time during the year and are not limited in the number of names they may propose. Students who appear on the lists and their parents are contacted and informed about the program. A staff team comprised of a teacher, counselor, school administrator, alternative school coordinator and the

administrator in charge of the program reviews all applications to determine those students who will participate in the program. The size of the program and the number of applicants have made it unnecessary to reject any applications, so there is no formal procedure for determining who shall be accepted from those applying. All students in the program are participating with full consent of both parent and child.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The basic objective of the program is to create an educational environment supporting a change in behavior which will include: (1) the understanding of self and others, (2) a willingness to actively participate constructively in the life of the school, (3) the ability to make right decisions, (4) the development of sufficient basic skills to continue education in the public school setting and (5) the ability to set immediate and long-range goals.

Curricular offering focuses on the basic skills: reading, writing, math and social studies. Math and English are approached in an individual and prescriptive manner. In social studies, the approach is through social experiences of both a work and play nature. All work is geared to the success level of the individual. Projects are undertaken as individual practical and fine arts experiences. Video tape is used in the classroom to provide for observation of behavior and is used to model correct behavior. Glasser's concept of class meetings serves as the key to student involvement.

The structure of the school is such that student participation in rule-making, curriculum, daily scheduling and activities is essential. To develop their pride in the school, students handle all maintenance and minor building renovating. Rotating committees give each person a chance to participate. To develop student awareness of nutrition, budgeting and meal preparation, lunches are planned, prepared and served by the students. Field trips and community resource persons closely link the school and community in a united effort to help the students.

The program is housed in a recently closed five-room elementary building. Title IV-C funds were used to equip the building for use by secondary students. The program creators feel that the key to success is "appropriate staffing with personnel who can be supportive of these kinds of students while at the same time maintain adequate standards of performance which will result in the social, emotional and academic growth of the student." The present staff consists of a teacher, a project coordinator who also functions as a teacher, and an aide. The teacher-coordinator has been a guidance counselor in the past.

Conestoga Valley School District
Alternative School

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

There is no formal procedure for return to regular classes. It is expected that when the student's achievement level reaches his or her normal grade level, the student will be returned to regular classes upon the recommendation of the alternative school staff. It is also expected that a number of these students will go into vocational training programs upon reaching the proper age.

COMMENTS:

Although this program was in the planning stage for quite some time, the students started in the program for the first time in late January, 1977. The program was relatively limited for the second semester of 1976-77 and will reach full operation in the first semester of 1977-78.

ERIE CITY SCHOOL DISTRICT
NEW DIRECTION LEARNING CENTER

SCHOOL DISTRICT
City of Erie
1511 Peach Street
Erie, Pa. 16509

CONTACT PERSON
Dr. Melvin Carney
Director of Pupil Learning Services
Telephone: 814-453-3661

TYPE OF PROGRAM: Alternative secondary school for disruptive students

GRADES INVOLVED: 7-12

PROGRAM STAFF: 4 teachers (2 certified in guidance)
1 part-time principal
1 home & school visitor
1 part-time clerk

PROGRAM LOCATION: Local college building

TYPE OF DISTRICT: Urban

NUMBER OF STUDENTS:
-In District 17,000
-In Program 15-22

FUNDING SOURCE(S): District

PROGRAM STARTING DATE: 1972

HOURS OF OPERATION: Regular school day (sometimes short for work experience)

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

The program operates to meet the needs of students in grades 7 to 12 who have been removed from the regular school program because of disruptive behavior. Many of these children have problems that not only restrict their ability to learn but interfere with the education of other students. They are usually referred to this program if all other approaches have failed. There is no restriction on the type of misbehavior which justifies entrance into the program. No special education students are included.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

The following is an outline of the procedure for disciplinary transfer of students into the program: (1) a teacher may request that a pupil be transferred from his or her class. The teacher-signed request form must contain specific facts about the incident precipitating the request. (2) The principal must contact the parents, informing them of their right to a hearing. (3) The principal should make an attempt to place the pupil in another class in the same building unless the teacher

requested a transfer to another building. (4) The principal notifies the building committee of the teacher request and asks that action be taken. (5) The committee will recommend transfer to another building, to another class or no transfer. (6) If the parents agree to a transfer to another building, the action is taken without hearing. (7) If the parents request an informal meeting, the principal sets it up and invites appropriate teachers and counselors. If the question is not resolved, the parents may request a hearing. (8) If a hearing is requested, the program coordinator, a hearing officer and an adminsitrative representative are involved. If the problem is not resolved, the parents may request a second hearing. (9) Prior to the second hearing, the student is suspended for an additional 10 days to allow time for hearing preparation. (10) The program coordinator is informed of all actions taken.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--staff--facilities--objectives)

The major aim of the program is that all students assigned will eventually be returned to the regular school. Emphasis is placed on the development and improvement of the stduent's self-image. The staff works with each student individually to eliminate social and academic deficiencies and to simultaneously build acceptable behaviors.

The curriculum strives to get the student to be an active partner in the learning act instead of a mere passive listener. The specific academic goals are (1) eliminate individual deficiencies, (2) build and/or reinforce basic learning skills, (3) increase knowledge in specific content fields, (4) instill concept of self-worth by promoting success rather than failure.

The program also channels student interest to occupational possibilities. The aim of this thrust is to (1) increase awareness of occupational opportunities, (2) place students in vocational/technical programs, (3) place eligible students in a work-study experience program, (4) foster attainable occupational expectations in students.

A key feature of the program is a form of behavior modification called the "cost response system." Under this system, students are awarded a set number of points each week, some of which they may lose for various forms of misbehavior and failure to attain academic goals. On each of six succeeding weeks they must retain progressively more points in order to progress to the next week. Major infractions result in starting over at the beginning of the program. A series of progress charts and records are completed daily at staff conferences. These are available for the student's perusal so that the students are constantly aware of progress.

The center is in a building on a nearby campus. Five rooms are available for instruction, counseling and secretarial work. A large

lounge is available for the lunch program, large group instruction, films and/or guest speakers.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

The minimal stay in the program is 30 days. After this time, if a student shows exceptional signs of rehabilitation in all areas concerned, he or she will be recommended by the staff for reentry to the regular school program.

Letters are sent to the parents and the school involved informing them of the transfer and a meeting is scheduled with the building principal and the discipline committee. The New Direction Center staff present a complete folder regarding the progress of the student.

The maximum stay in the program is one year. The center staff feels that if it has been unable to move a student back to a regular program in one year, then new avenues of rehabilitation should be pursued. When acceptance of the student is made into the home school, the center staff meets with the school counselor to arrange a schedule which is feasible for the student. An intensive follow-up of all students who are returned is continued by the home/school visitor.

FARRELL SCHOOL DISTRICT
ALTERNATIVE PROGRAM

SCHOOL DISTRICT
Farrell Senior High
Farrell, Pa. 16121

CONTACT PERSON
Mr. John G. Sava
Assistant Principal
Telephone: 412-346-6585

TYPE OF PROGRAM: In-school suspension Alternative Program

GRADES INVOLVED: 10, 11, 12

PROGRAM STAFF: 1 instructor
1 counselor

PROGRAM LOCATION: Community Center

TYPE OF DISTRICT: Urban

NUMBER OF STUDENTS:
-In District 1,500
-In Program 4-7

FUNDING SOURCE(S): Local

PROGRAM STARTING DATE: N/A

HOURS OF OPERATION: Regular school day
Four- to ten-day assignments

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This in-school suspension program is an attempt by the district to find an alternative to the traditional disciplinary action of exclusion through suspension or expulsion. Students assigned to this program have engaged in repeated acts of misconduct serious enough to warrant suspension. These unacceptable behaviors, specifically outlined in a handbook distributed to students and parents, may be generally categorized as repeated or flagrant disregard for school rules which frequently involve smoking on school property, class-cutting, fighting and confrontation with teachers.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Since out-of-school suspensions are an effective disciplinary measure with some students, this action usually preceeds assignment to the in-school alternative. A first offense results in an informal hearing involving the student and the parents; subsequent disciplinary action usually involves a three-day, out-of-school suspension. When the student commits an offense meriting a second suspension, another informal hearing is held. At this point a student may be assigned to the in-school suspension program by the vice principal, who also determines at the informal hearing the duration of stay in the program. In-school suspensions vary from four to 10 days.

Farrell School District
Alternative Program

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

Prior to entering the program, the students' subject assignments, which must be completed during the suspension, are provided by the regular teachers. These assignments form the basis for the instruction of the students while they are on suspension. Since the enrollment in the program seldom exceeds seven students at any one time, the staff of one instructor and one counselor provides individual supervision and tutoring for all students. In addition to the regular class work, special learning resources are available, along with supplemental assignments to help students remediate any areas of academic difficulty.

The program counselor interviews all students entering the program and provides individual counseling throughout the student's stay. Where appropriate, the counselor schedules parent conferences to discuss the nature of the discipline problem and to elicit the parent's support in corrective efforts. Home visits with the parents are also conducted by the school social worker during suspension. Both the counselor and instructor maintain contact with the home school of each student to provide the staff progress reports on their students and to facilitate their return to regular classes.

Housing the program outside of the school in a community center restricts the suspended students' contact with their peers during the normal school day. However, students on suspension may participate in extracurricular and cocurricular activities while in the program.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Students return to the regular school program after the assigned suspension is completed. Students may be assigned an extra day for each day of unexcused absence while in the alternative program. However, upon completion of the assigned period of time, the students are returned to the regular school whether or not they have completed the assigned subject area work. If this work has not been completed, a conference is scheduled with the regular school counselor to begin counseling with the students and their parents.

HARRISBURG SCHOOL DISTRICT
INDEPENDENT ACADEMY II

SCHOOL DISTRICT
Harrisburg School District
1201 North Sixth Street
Harrisburg, Pa. 17105

CONTACT PERSON
Mr. Joseph C. Brown
Director
Telephone: 717-255-2454

TYPE OF PROGRAM: Cooperative Correctional Education/Disruptive Youth

TYPE OF DISTRICT: Urban

GRADES INVOLVED: 7-12

NUMBER OF STUDENTS:
-In District 11,800
-In Program Varies

PROGRAM STAFF:
1 program director
5 teachers
4 counselors
2 aides
1 secretary

FUNDING SOURCE(S): Local, Title IV-C Correction Ed.

PROGRAM STARTING DATE: 1977

PROGRAM LOCATION: YMCA

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This program is a cooperative attempt by the Loysville Youth Development Center (a juvenile detention facility), the Harrisburg School District and the Bureau of Corrections Education (including the Department of Public Welfare and the Department of Education) to develop a significant educational alternative for predelinquent and delinquent youth. This program is designed for three types of youth:

1. Those returned to school from the Loysville Youth Development Center.

2. Those placed in various state and private residential settings for delinquent youth.

3. Those referred to the superintendent by building principals as serious discipline problems.

Most of these students, whether externally or internally referred to the program, exhibit basically these same characteristics:

1. Lack of basic skills evidenced by grade level deficits of three to five years, particularly in math and reading.

2. Deficiencies in social skills, problem-solving ability and coping behaviors.

3. Lack of home support resulting from broken or dysfunctional family situations.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Prior to being admitted to the Cooperative Correction Program, each student goes through a diagnostic process in which his/her individual needs will be identified. The process includes social and emotional as well as educational assessment. The results of this evaluation will be translated into learning outcomes. Students are pretested upon entering the program and posttested upon completing the program to determine whether the learning outcomes were realized.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The academic program includes the standard subjects of language arts (reading, writing, speaking and listening), mathematics, social studies (history, political science, anthropology, sociology and economics) and science. The relationship of these subjects to the lives of the students will be shown, and students will see how what they learn relates to the goals which they are beginning to form. The statements of academic substance will be in the form of learning outcomes, that is, specific statements of student behavior.

Prevocational skills will be comprised of hands-on minicourses such as small-engine repair, welding, hospital orderly, masonry, auto repair, etc. Homemaking centers that include furnished kitchens, laundries, bedrooms and bathrooms as a part of the facility; and a practical course in independent living will be required of all students before they leave the program.

A cultural exposure project will involve field trips, audio-visual materials and resource people to provide experiences and broaden the students' perspectives of the world around them. Employability skills such as dress and hygiene, interview techniques and employment protocal will be stressed. Values clarification will be used to help students sort out their values, goals and possible ways of achieving their goals.

Consumer education, sex education and physical education (instructional and recreational) are other areas of the educational program which will be given special attention.

In addition to these academic areas, the student treatment plan will place heavy emphasis on individual and group counseling. The major components of this guidance emphasis will include:

1. Individual Counseling. The counselor will meet with the students regularly, not less than twice a week and will be each student's advocate during and after his/her placement at the center. The counselor will be responsible for dealing with the youth's psychosocial needs as identified in the treatment plan.

   The group setting provides students opportunities to consider alternative, successful modes of behavior. There remains the need for the individual student to have sufficient "air time" with an empathetic adult in order to pursue effective ways of dealing with life, expecially as it pertains to school, work and social interaction. An individual counseling session will be held with each student once a week, more often if needed. This will afford the counselor a chance to make an ongoing assessment of each student's growth.

2. Group Counseling. It is commonly recognized that peer group influence among adolescents is an important factor in their development. At the same time, most authorities would agree that an adult model is needed to provide examplary social behavior for adolescents to emulate. Therefore, an integral part of each day is a group counseling session for all program participants. Emphasis is on helping students to identify viable roles that will help them succeed in life. Whatever the group composition, the discussions always are solution-oriented. Dwelling on blame, the origin of the problem or who is at fault can often bog down a session, thus leading nowhere.

2. Family Counseling. From time to time it would be appropriate to include members of the student's family in the group counseling sessions. Through this type of interaction, family support (where the potential exists) may be brought to bear on student needs; families can gain a greater understanding of their children's problems; and staff might obtain a deeper insight into the backgrounds of the students.

Harrisburg School District
Independent Academy II

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

After students obtain the learning outcomes outlined in their treatment plan, they will be phased into the regular school program. At this point the student will be provided follow-up services for four to six months. It is felt that after-care services should help insure that students are afforded the opportunity to obtain additional services within the community when appropriate.

Some students may exit the Harrisburg School District with a high school diploma by completing their education in the program or by demonstrating a salable job skill connected to a definite job prospect.

LANCASTER SCHOOL DISTRICT
ADOLESCENT LEARNING CENTER

SCHOOL DISTRICT
Lancaster School District
225 West Orange Street
Lancaster, Pa. 17603

CONTACT PERSON
Dr. Myron Ritter
Assistant Superintendent
Telephone: 717-393-3871

TYPE OF PROGRAM: Short term transitional adjustment program for secondary students

TYPE OF DISTRICT: Urban

GRADES INVOLVED: 7-12

NUMBER OF STUDENTS:
-In District 11,000
-In Program 50-60

PROGRAM STAFF: Head teacher
4 teachers
3 aides
Part-time support staff

FUNDING SOURCE(S): Local district

PROGRAM STARTING DATE: 1969

PROGRAM LOCATION: Abandoned elementary school

HOURS OF OPERATION: Regular school day
Full school year

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

Lancaster School District's Adolescent Learning Center was created to be a short-term transitional program for disruptive students. Students who exhibit asocial or antisocial behavior, are constantly insubordinate or persist in actions which interfere with the educational process of other students are the primary candidates for this center. Typically, these students have a history of serious or repeated misconduct, and many have received both in-school and out-of-school suspensions prior to entering the program.

In addition, the center also serves as a transition experience for students who are returning to school from a youth development center or as a temporary emergency or crisis placement for students who must be removed from the regular class. However, all students recommended to the center must be deemed to have the potential for behavioral change and rehabilitation within the resources of the program and either a return to the regular school or gainful employment after leaving the A.L.C.

Lancaster School District
Adolescent Learning Center

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students are generally selected for the program by one of three disciplinary procedures. First, a student may be referred by the principal following a building team meeting involving the principal, counselor, psychologist and A.L.C. head teacher. A counseling conference with school personnel, parents and the student must always precede the team conference. Second, the student may be recommended for admission to the center after a higher-level administrative review which involves the assistant superintendent for secondary education and the coordinator of pupil personnel services. Finally, action may be taken by the student judiciary committee. This is a subcommittee of the board of education which reviews those most serious offenses which could result in the student's expulsion from school. As an alternative to expulsion, the committee could recommend placement in the A.L.C.

Parents of students selected for the A.L.C. receive a home visit from an A.L.C. staff member prior to the placement in the program to inform them about the program and to review the responsibilities of the student. Center staff conducts a similar interview with each student in the program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

Enrollment in the center seldom exceeds 50-60 students who are usually placed in the program for not less than 20 school days; the duration of placement ranges from one month to a full school year. Since the program is transitional, only a very small number of students remain in the program more than a year. However it is possible for older students to complete their work and graduate from the center. By keeping the enrollment small and by having students return to the regular school as soon as possible, the staff is able to provide a broad range of educational and vocational experiences. This staff includes four teachers, three full-time aides, a part-time vocational instructor and pupil personnel services support staff.

Academic Program Activities - The academic phase of the program emphasizes reading, communication skills (oral and written) and computational skills. These three areas are the main developmental areas for each subject studied: science, social studies, math, English and current issues. A variety of approaches featuring programmed materials, large-group instruction, group discussion, individual and group projects and tutoring during and after school is available to the A.L.C. students.

Vocational Program Activities - Students in the A.L.C. are assigned to some form of vocational orientation and/or training. Vocational

experiences available through the Singer/Graflex Orientation and Career Planning are scheduled for each student. Center students, when appropriate, are placed on part-time jobs available through the work-study program, diversified occupations program or community services program. Vocational training is available at the center through the recently approved vocational training program.

Program Counseling Services - A psychologist is assigned to the A.L.C. to serve as consultant to the staff and to coordinate group counseling with the Base Service Unit of the Office of Mental Health. A social worker is assigned A.L.C. rresponsibilities, and the home school counselors provide students counseling weekly or bi-weekly.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Following placement in the A.L.C., a student can be returned to the regular school at any time the chances for successful adjustment appear to be greatest. The receiving school may or may not be the student's home school. The decision to return the student is made primarily by the A.L.C. staff, and resource room programs, tutoring, counseling and other support services are used to facilitate the student's return to the regular program. This transition back to the regular school is further facilitated by sometimes having the student attend the regular school on a part-time basis prior to transfer.

The A.L.C. requests a follow-up report on student adjustment and need for help in the new school. Students may be reassigned to the A.L.C. following a staffing and recommendation by the A.L.C. head teacher. The tutor in the school to which the student is returned usually furnishes liaison between the A.L.C. and the school. During the seven years of operation of this center, the successful return rate to the regular program has exceeded 50 per cent.

NORRISTOWN SCHOOL DISTRICT
ALTERNATIVE I PROGRAM

SCHOOL DISTRICT
Norristown School District
401 North Whitehall Road
Norristown, Pa. 19401

CONTACT PERSON
Ms. Lee O'Connor
Instructional Leader--Guidance
Norma Zarfass, Counselor
Telephone: 215-539-1000

TYPE OF PROGRAM: Alternative program for students facing expulsion

TYPE OF DISTRICT: Urban/suburban

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
-In District 8,500
-In Program 24

PROGRAM STAFF: 2 teachers
2 aides
1 community counselor part-time

FUNDING SOURCE(S): Local

PROGRAM STARTING DATE: 1975

PROGRAM LOCATION: YMCA

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

Norristown School District created the Alternative I Program as an option to expulsion for those students who commit serious infractions of the school's conduct code. Infractions often include offenses which are criminal, such as possession of a dangerous weapon, assault on an employe or fellow student, theft or willful destruction of school property. The types of behavior problems exhibited by these students are frequently those which are accentuated by group stimulation; and removal from the regular program is, therefore, felt necessary for the welfare of both the student and his or her classmates.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Admission to the program begins when a student and his/her parents are called before the district's discipline committee. This committee, comprised of representatives of the school board, student body, staff and Parent Teacher Association, hears the allegation against the student and recommends the course of action to be taken. In those cases where the committee recommends admission to Alternative I, the parents are asked to sign a waiver of a board hearing so that placement may be made immediately. Since a board hearing would usually involve a

recommendation for expulsion, most parents waive the hearing and approve placement in the program without delay.

Prior to placement, the student's records and schedule are secured from the home school. A meeting of the parents, the student's regular counselor and a teacher in the program is set up to plan an educational program that attempts at least to satisfy the minimum standards required for graduation. Placement in the program is always accomplished in five school days or less from the time of the disciplinary action.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

Alternative I is located in the YMCA. This location was chosen because it represented a neutral nonschool site with provisions for physical activities and recreation. These activities are considered therapeutic for the type of student who attends Alternative I.

Since the program is planned to help the student meet graduation requirements, all basic school subjects are offered and are taught by certified staff members. In addition, special instruction is provided in remedial reading and math, since most students are working well below grade level in these areas. Some students complete all of their work in the program, while others return to their home school to graduate. In either case, a regular school diploma is awarded and program students participate in the graduation exercises of their home school. Alternative I students are prohibited, however, from participating in extracurricular activities of the home school and do not have an opportunity to take elective subjects.

Because of the expressed desire of most of the students to have a job, a work release program has also been initiated. When a job is found for the student, released-work time is authorized and is performed under district-assigned supervision.

Also during the time students are in this program, a community counselor holds regular group counseling sessions. This counselor, funded jointly by the school district and the Eagleville Drug and Rehabilitation Center, works part-time. Counseling sessions are directed at the social and emotional adjustment needed to facilitate the student's return to the regular program.

Norristown School District
Alternative I Program

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

A daily record of teacher observations of the pupil's academic/social/behavioral progress is maintained, since a pupil's eventual return to the regular school program will depend upon individual progress in the Alternative I Program. Student records are reviewed in December and May to determine the recommended placement of students.

The review committee consists of the junior and senior high school principals, the director of pupil personnel services, two teachers, the director of guidance and one counselor. If this committee recommends that the student return to the regular school, a letter is prepared by the administrative assistant and presented to the school board, who makes the final determination.

NORTH ALLEGHENY SCHOOL DISTRICT
COPE PROGRAM

SCHOOL DISTRICT
North Allegheny School District
10375 Perry Highway
Wexford, Pa. 15090

CONTACT PERSON
Mr. Tom Boyle
Coordinator
Telephone: 412-935-5767

TYPE OF PROGRAM: Alternative In-School Suspension for Deviant Behavior and Drug Abuse Problems

TYPE OF DISTRICT: Suburban

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
-In District 8,400
-In Program 10

PROGRAM STAFF:
1 supervisor/teacher
1 social worker (part-time)
2 counseling interns from University of Pittsburgh

FUNDING SOURCE(S): Vocational Ed. funds (Socially Disadvantaged)

PROGRAM STARTING DATE: 1974

PROGRAM LOCATION: Regular classroom

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

The COPE Program is an in-school suspension program that follows a counseling approach aimed at reducing conformity to deviant peer norms while encouraging the display of acceptable behavior in the school. Generally there are two types of students admitted to this program: (1) students who violate the rules and regulations of the school in the areas of truancy, fighting, cigarette smoking and stealing, and (2) students who manifest behavior that indicates drug abuse, as evidenced by willful use on school premises, or alterations in behavior that influence achievement, attendance and interpersonal relations.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students who violate school rules and regulations are referred to the building principal, who meets with the coordinator of the COPE program and the parents of the student. After a joint decision to place the student in the COPE program, the coordinator conducts an in-depth interview with the student. At this time information on the student's family is obtained, along with a history of academic and social problems. This information, besides identifying the student's major problem areas,

is the basis of an individual treatment plan. The development of this plan usually involves use of available community resources, vocational counseling or additional academic assignments.

During the screening, the scope of the student's problem is fully investigated, and those students who require special help either or serious personality disorders or for drug problems are referred to appropriate psychiatric or medical agencies.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

After students are initially screened and a program is developed by the coordinator, one or more of the following components are introduced: (1) improved learning activities; (2) counseling; (3) involvement of the parents; and (4) participation of community agencies.

Each morning students in the COPE program report to their regular classroom teacher and receive their assignments for the day. They then go to the COPE classroom to review films and materials dealing with the family, crisis decisions and career education. There students engage in special reading and writing assignments, which attempt to improve the student's study skills and school work while at the same time introducing information on drug education, community resources and careers. Through this process the program is able to combine several affective and cognitive objectives in one experience.

In addition to the learning component, most students also participate in group counseling. These sessions are structured so that participating students have an opportunity to function in a supportive climate where they are able to test constructive behaviors, recognize self-defeating attitudes and resolve personal conflicts through problem-solving.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

The coordinator evaluates each student's work when it is completed. The student's observed behavior, attitude change and performance are reviewed with the principal and parent prior to the student's release to the regular class. This review is a result of observations by the coordinator and staff. A small percentage of students who go through the COPE program engage in behavior which requires their return. In these cases, other alternatives are employed, such as referral to mental health agencies, alternative evening schools, job placement and evaluation centers.

PHILADELPHIA SCHOOL DISTRICT
ALTERNATIVE PROGRAMS

SCHOOL DISTRICT
Philadelphia School District
21st & Parkway
Philadelphia, Pa. 19103

CONTACT PERSON
Dr. Lorraine H. Brown
Director, Alternative Programs
Telephone: 215-299-7000

TYPE OF PROGRAM: Diversified to meet the needs of a large population

TYPE OF DISTRICT: Urban

GRADES INVOLVED: 5-12

NUMBER OF STUDENTS:
-In District 263,000
-In Program 4,000-5,000

PROGRAM STAFF: (See individual programs)

FUNDING SOURCE(S): Federal, state and local

PROGRAM STARTING DATE: N/A

PROGRAM LOCATION: 29 separate buildings

HOURS OF OPERATION: Usually a regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

General Statement:

The School District of Philadelphia has begun its fourth year of providing a variety of educational options through alternative programs. At present there are 130 alternative programs. Each program represents a unique approach to education, cooperatively designed by the school staff, students and community to work with a specific group of students. Twenty-nine of the 130 programs have been identified as having objectives directed toward helping the disruptive student to adjust to the regular school environment or to find a productive place in society.

The school district publishes an annual brochure of alternative programs and brief descriptions of the programs appear in this publication. Copies are available from:

Lorraine Brown, Director
Alternative Programs Office
School District of Philadelphia
21st and Parkway
Room 208
Philadelphia, Pa. 19103

Philadelphia School District
Alternative Programs

The following brief descriptions of several alternative programs are a representative cross-section of the total program. Several approaches are demonstrated in these activities, but the program is not limited to these examples. Accompanying these descriptions is a chart which references all 29 of the disciplinary alternatives.

GERMANTOWN HIGH SCHOOL - District Telephone: 215-849-2900
McCallum and Haines Streets
Principal: Walter Scriven; Director: Charles Peoples; Coordinator: George Davis

Urban Career Education Center (UCEC)

UCEC contains three components which relate to community life and career aspirations. The focus is on skill preparation, employability and natural life roles. The first is the Career Intern Program (CIP) for young people seeking an alternative to the traditional school. The second is the Community Career Program (CCP) aimed at the parent of the student. Both student and parent are enrolled as program participants. The importance of the parents' sustained support to the child's progress is stressed. Along with this is a program to involve the immediate community in those activities which will better community conditions. The third is the Career Orientation Program (COP), which is involved with the development of instructional units materials and activities to infuse career education concepts into existing curricula K-12.

This program was developed in conjunction with the Philadelphia Board of Education and the Opportunities Industrialization Center (OIC).

FRANKLIN ALTERNATIVE PROGRAM - District 2 Telephone: 215-665-9556
1812 Green Street
Principal: Leon Bass; Coordinator: George Turner

Community awareness and development of academic skills are goals of this off-site program for disruptive, truant, gang-oriented and/or low-achieving students. Classes are scheduled in flexible time blocks, are open to students of all levels and are ungraded. Components of the program include a complete career education program, work experience, basic skills remediation, psychological counseling (by a Hahnemann Mental Health team), typing and shop classes.

BARTLETT JUNIOR HIGH SCHOOL - District 3 Telephone: 215-574-8650
532 Spruce Street
Principal: Anthony Giampetro; Coordinator: Charles Kutcher

District 3 Cluster Alternative Program

This program, housed at the Rebecca Gratz Club, serves young women who are classified as needing a remedial program and who have had problems adjusting to the more conventional structure. An affective

learning situation is used to develop and improve basic academic skills, human relations skills and general problem-solving skills. Four one-hour classes convene in the morning to develop primary reading skills. Classes are conducted in small groups. Application of reading skills, as well as kitchen mathematics, chemistry and consumer education, is developed in an extensive home economics classroom. Students are also involved in designing various courses of study with many opportunities for human relations discussions.

EDISON HIGH SCHOOL - District 5 Telephone: 215-634-8180
Fourth and Clearfield Streets
Principal: John Fareira; Coordinator: Nathan Beale

Edison Project Dropout Prevention Center

The Edison Project is an alternative program to upgrade basic skills and head off dropping-out. There is a major focus on career education. Half of each student's day is spent in a self-contained classroom for the study of basic skills, predominately using curriculum packets developed by the staff. Instruction takes place in both individual and small-group situations, with additional attention available in a math or reading lab. Curriculum development, the gathering of new resources and materials and their dissemination among the staff are continuous at Edison Project.

The career education component covers three areas: 1) a work-stipend program provides students up to 10 hours of work a week at minimum wages; 2) work exploration, in school and out of school, introduces students to the work world through lessons on the scope of available careers, application procedures and visits to job sites; 3) learning stations provide a week's intensive exploration at a business site.

Ancillary services provide the student's medical, dental and eye care and legal assistance. Community resources personnel serve as liaisons between Edison Project and the community, build community contact, develop resources, provide instructional assistance and coordinate ancillary services.

NEIGHBORHOOD EDUCATION AND COUNSELING CENTER - District 5
1327 North Franklin Street Telephone: 215-235-0268
Director: Donald Rivera

Franklin House

The center serves students from schools throughout the city, offering family-like support for students referred by various social service agencies, courts and school counselors. Parents participate in program development. Franklin House provides an individually paced academic program (focusing on basic skills). Equal stress is placed on

individual social/ emotional development through group counseling and special psychological services provided by Temple University. The staff spends a great deal of time establishing a rapport with students through home visits, counseling, tutoring and weekend trips.

ALTERNATIVE DISCIPLINARY PROGRAMS

Programs	Site	Grades	Type	Contact Person
Barratt: Individualized Instruction in Basic Skills	on	8	Tutoring Career	Michael Verrecenia DE4-3436
Bartlett: District III Cluster	self-contained	9-12	Remed. Girls	Charles Kutcher 574-8650
Bartram Basic Skills and Training School	off	10-12	Remed. Motiv.	Fred Watson SA4-7555
Beeber Academy	off	9	Motiv.	Tom Black GR3-2950
Bishop Learning Center	self-contained	7-9	Remed. Motiv.	Allen Platt 879-0300
Edison Program Dropout Prevention Center	off	10-12	Attendance Open	Nathan Beale NE4-8180
Fels: Pupils Learning Useable Skills (PLUS)	on	8-9	Remed.	Marlene Siebel JE3-9987
Frankford: Pioneer School	off	9-12	Remed. Attendance	Michael Needle JE5-2880
Franklin/Penn Alternative Program	off	10-12	Remed. Career	George Turner 665-9556
Furness: SNAP	on	7-8	Remed.	Jack DeLargy DE4-2861
Germantown: Urban Career Education Center	on	11-12	Career	Charles Peoples VI9-2900

ALTERNATIVE DISCIPLINARY PROGRAMS

Programs	Site	Grades	Type	Contact Person
Harding: Learning Tree	off	9	Career Motiv.	Cathy Metz CU9-7999
Jones Alternative Program	off	9	Remed. Attendance	George Clifford GA6-4114
King: Selecting Alternatives to Violence through Education (SAVE)	off	9-10	Remed.	James Sloan WA7-7200
Lower Kensington Environmental Center	self-contained	7-10	Remed.	Joseph Holden GA6-0900
Neighborhood Education and Counseling Center - Franklin House	self-contained	9-12	Couns. Innov.	Donald Rivera CE5-0268
Overbrook Alternative Program	on	9-12	Attend. Career	William Shaffer 879-6296
Penn Treaty: BEST	off	9	Girls Career Attend.	Jim Weiss GA6-5111
Penn Treaty: PEP	off	8-9	Boys Attend. Career	GA3-7691
Rhoads: School for Community Service	on	5-6	Motiv. Attend.	Peter Sperling BA8-2396
Southern Alternative Learning Experience (SALE)	off	10	Remed. Couns. Ind. Instr.	Robert Fisicaro HO7-7925
Vare: Vocational Experience Center	off	7-9	Voc. Ed.	James Rongione HO3-0709

ALTERNATIVE DISCIPLINARY PROGRAMS

Programs	Site	Grades	Type	Contact Person
Vaux Alternative Program	on	8-9	Career Child Care Couns.	Pamela Tawbari PO3-9116
Wanamaker: Project Change	on	8-9	Couns.	Fred Clayton CE5-2229
Washington Elementary: Project Attain	on	7-8	Motiv. Remed.	Ethel Fischer HO4-6700
West Philadelphia/University City Sunnycrest Academy	off	9-12	Remed.	Christine Ones BA2-3262
West Philadelphia: Community Service Annex	off	10-11	Couns. Career	Marjorie Jarvis GR6-4332

PHOENIXVILLE AREA SCHOOL DISTRICT
ALTERNATIVE PROGRAM

SCHOOL DISTRICT
Phoenixville Area School District
1120 South Gay Street
Phoenixville, Pa. 19460

CONTACT PERSON
Mr. Edward Betts
Assistant Principal
Telephone: 215-688-8980

TYPE OF PROGRAM: Junior High In-School Suspension Program

GRADES INVOLVED: 7, 8, 9

PROGRAM STAFF: 1 teaching aide/ clerical

PROGRAM LOCATION: 1 room in junior high school building

TYPE OF DISTRICT: Suburban

NUMBER OF STUDENTS:
-In District 800
-In Program varies

FUNDING SOURCE(S): Local

PROGRAM STARTING DATE: 1970

HOURS OF OPERATION: Regular school day
Full school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This program provides an option to out-of-school suspension for those students who have violated certain conduct standards of the school. Rather than possibly rewarding the student with a one or three day "vacation" at home, the student is supervised within the school building in a separate room. Infractions of the school's code of conduct resulting in referral to this program include but are not limited to: fighting, gross misconduct, lack of cooperation, cutting class, possession of a dangerous weapon and willful destruction of school property.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students may be placed in this program by any school administrator. Referrals for disciplinary action are usually initiated by a teacher or counselor and the administrator assigns the length of time for the specific offense, ranging from one to three days. Parents are notified of the student's suspension and of the decision to have the student remain in school to work on school assignments in the alternative program.

Phoenixville Area School District
Alternative Program

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

Since the objective of this program is to continue the student's regular studies while on suspension, academic work is required of each individual. At the time the student is placed in the program, the teaching aide contacts each of the student's teachers to secure the daily assignments for the period of the suspension. The aide then helps the student complete these assignments and returns them to the regular teacher, who reads and evaluates the work. Through this process the aide operates under the direction of each of the regular teachers who have students on an in-school suspension.

No special support services are offered in this program, but the regular school counselor works with all suspended students and their parents while they are in the program and in follow-up activities designed to eliminate problems which might necessitate suspension at some later date.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Return to regular classes is automatic when the student has served the period of suspension. Considering the short duration of the student's stay in the program and the close association between the aide and the regular teacher, no special procedures are necessary to readmit the student back to the regular classes.

READING SCHOOL DISTRICT
ALTERNATIVE PROGRAM

SCHOOL DISTRICT
Reading School District
Eighth & Washington Streets
Reading, Pa. 19601

CONTACT PERSON
Ms. Dorothy Nissenbaum
Program Manager
Telephone: 215-374-4551, Ext. 373, 374

TYPE OF PROGRAM: Alternative Program for Disruptive Students (Psycho-education program)

GRADES INVOLVED: 7-12

PROGRAM STAFF: 5 certified teachers
2 case workers
1 program manager

PROGRAM LOCATION: Separate facilities in community college

TYPE OF DISTRICT: Urban

NUMBER OF STUDENTS:
-In District 13,539
-In Program 40

FUNDING SOURCE(S): Title I
Local

PROGRAM STARTING DATE: 1971

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

The typical student assigned to this program has normal intelligence, but is characterized by immature behavior and poor academic skills. He or she represents the full range of adolescent adjustment problems, which include group delinquent behaviors, hyperactivity, drug use and alcoholism.

Approximately 50 per cent of these students in the program have been in juvenile court and have been referred to the program or recommended by the court for this possible course of action. The other 50 per cent are referred by principals for low achievement, agressive behavior, assault, problems with authority, anxiety and poor attendance. Referrals often result from the superintendent's suspension hearing process.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

The principal becomes aware of the potential candidate through referrals from the regular teaching staff or the student's counselor.

Possible candidates are brought to the attention of the program manager by letter or personal contact from the principal. Before a

determination is made concerning placement in the program, the following steps are taken:

1. A case worker is assigned to collect student background data from the home and the student's records. This data will include information on the student's health and academic and social history.

2. A psychological testing session is scheduled by the case worker, and intelligence and achievement assessments are made.

3. The student visits the program for a day to help decide whether or not the program is of interest. Only those expressing positive feelings are admitted.

The entire staff of the alternative program is involved in the admission process, but the final determination as to the disposition of the application is made by the program manager. Admission must be voluntary on the part of the student, and prior to admission the student must enter into a contract with the program manager to set either short-term or long-term objectives to be attained.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives-staff--facilities)

This program is located in the local community college building and is isolated from the regular school. The ultimate objective is to alter the behavior patterns of the students and develop their capability to return to the regular school setting. Students may remain in the program from four weeks to a full school year. The length of stay depends upon the degree of achievement measured against the student's objectives and the desire of the student.

The academic component of the program stresses basic skills; and all teachers are certified in their subject area. Usually remedial reading and math programs are prescribed. Other subject areas of special interest may be elected by the student.

For those students completely negative to the classroom situation, an entry-level job is sought to enable them to pursue an activity that is more appealing. Experience indicates that vocational-technical schools do not offer a suitable alternative because of the more rigid behavior requirements of the student in shop areas.

Upon the student's completion of the alternative program requirements, he or she is issued the regular high school diploma.

STROUDSBURG AREA SCHOOL DISTRICT
ALTERNATIVES WITHIN THE MAINSTREAM

SCHOOL DISTRICT
Stroudsburg Area School District
123 Linden Street
Stroudsburg, Pa. 18360

CONTACT PERSON
Dr. John T. Kupice
Assistant Superintendent
Telephone: 717-421-1990

TYPE OF PROGRAM: Resource Room

TYPE OF DISTRICT: Suburban/rural

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
-In District 3,475
-In Program 4-5 at any one time

PROGRAM STAFF: 2 teachers
1 administrator

FUNDING SOURCE(S): Title IV-C
District

PROGRAM STARTING DATE: 1976

PROGRAM LOCATION: Classroom in the regular school

HOURS OF OPERATION: Regular school day

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This program provides within the educational mainstream a short-duration resource room approach which keeps the disruptive student from being removed from the regular school program while at the same time providing specialized help during a portion of the school day. Although the program serves some nondisruptive, poor-achieving students who have been "socially promoted," many of the participants have truancy problems, exhibit disruptive and agressive behavior, are nonconforming in their approach to formal schooling and exhibit difficulties in their social and emotional development.

By experience, this school has found that most disruptive students are deficient in basic skills and that this deficiency centers on an inability to read materials at or near grade level. Therefore, in addition to the previously noted adjustment and behavior problems, students in this program often need remedial work in academic areas.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Generally, students are recommended to the alternative program by a school administrator. These students come to the attention of the administrator through teacher or counselor referrals or through the

Reading School District
Alternative Program

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

When the student is admitted to the program, he or she enters a short-term (4 weeks) or long-term (six months to a school year) agreement to meet certain objectives. The student's progress is evaluated daily by the teachers, and the results, charted over time, are posted on the bulletin board. It is felt that the spirit of competition derived from this procedure develops a positive attitude toward meeting the stated goals.

The evaluation is made on a numerical point system agreed to in the original contract and 80 per cent of the total possible daily points must be met. When 80 per cent is attained for the week, the student is permitted to leave school on Friday afternoon.

Release from the program requires attainment of 80 per cent of the total number of points received daily over the entire contractual time. By mutual agreement between the program manager and the student, the contract time may be changed, i.e., lengthened or shortened to meet the needs of the student.

This program has been operating for six years with the following results:

- 10 per cent continue to post-secondary education.
- 75 per cent return to the regular school program.
- 15 per cent are placed in special institutions for further study or in remedial programs not available in the public school system.

This program has replaced expulsion as a remedy for dealing with disruptive students. Since the beginning of this program, the manager states, no student has been expelled from the school system.

accumulation of "discipline notices." Students may be placed in the program only by the administrator, but the formal system of discipline notices, truancy reports and checks on academic progress provide the means through which the staff may initiate action regarding a student in need of help.

In addition to making assignments to the program, the administrator also prescribes how long each student will be assigned to the resource room. For example, some students might be placed in the program for only an hour or two to "cool off" while others might be required to spend one or two periods a day for a semester or longer in order to receive intensified academic or interpersonal skill development.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives-staff-facilities)

An essential premise of this program is that many discipline problems are related to low reading levels. It follows, therefore, that the academic emphasis of the program is placed on remedial reading activities designed to bring the student's reading level closer to grade expectation. So that reading levels can be assessed, all students referred to the program receive a complete battery of general achievement tests along with formal and informal reading inventories. Those students who show deficiences in reading or the language arts areas are scheduled for at least one period of specialized, individual reading instruction per day. The two staff members in the program each conduct six intructional classes per day for students assigned to remedial activity.

Although most of the disruptive students are found to be deficient in reading achievement, not all discipline cases have this problem. Those who do not receive a different set of activities; they are usually removed from their social studies classes for a week or more and given a concentrated program to improve their self-concept and feelings of self-worth through the use of special materials designed by the Lakewood (Ohio) School District.

When the school has reason to believe that the maladaptive or disruptive behavior is related to reading ability, a two-pronged approach is prescribed. In these cases, personal development and academic skill-building are combined through the use of a "basic reader" which includes units on human behavior, self-control, values and other affective areas designed to remediate the behavior problem while improving reading ability.

Where students are assigned to the resource room for a prolonged period, quarterly program reports are submitted to the principal. In other instances where students are placed in the program as a short-term disciplinary measure, the regular class teacher makes the assignments and checks and grades all completed work.

Stroudsburg Area School District
Alternatives Within the Mainstream

It's readily apparent that this resource room was planned to offer a variety of disciplinary options, ranging from a protracted program of remedial reading and/or personal development to a short-term crisis class. In each instance, however, students are never isolated from their peers or the regular program for more than a period or two at a time, thus emphasizing the positive features of the mainstream approach. No matter what the duration of stay in the program might be, each student is supervised and tutored by trained and certified staff members and provided assessment, counseling and other supportive services through the regular pupil personnel staff of the school.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

The length of time a student spends in the program depends on the specific reason for which the student was referred. In some cases, a student is assigned to the resource room for one class to "cool off" and is returned to his/her regular classes at the end of this period. In other instances, students may be required to attend a series of classes during the school year to complete a proposed reading program. As noted, some students remain in the program all year, while others stay for only a few periods. Since assignment to the resource room is primarily the decision of the administrator, termination of the program is also determined by the administrator with the assistance of the resource room staff.

UPPER DARBY SCHOOL DISTRICT
ALTERNATIVE LEARNING PROGRAM

SCHOOL DISTRICT
Upper Darby School District
Lansdowne Avenue and School Lane
Upper Darby, Pa. 19084

CONTACT PERSON
Dr. Marvyn Jaffe
Principal
Telephone: 215-622-7000

TYPE OF PROGRAM: Evening Alternative School

TYPE OF DISTRICT: Suburban

NUMBER OF STUDENTS:
-In District 11,000
-In Program 14-24

GRADES INVOLVED: 10-12

FUNDING SOURCE(S): District

PROGRAM STAFF: 4 teachers,
3 counselors
(one per night)

PROGRAM STARTING DATE: 1972-73

PROGRAM LOCATION: Senior High School

HOURS OF OPERATION: Monday-Thursday
7:00 - 9:00 p.m.

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

In many cases the Alternative Learning Program provides another chance for students whose conduct in school would normally call for expulsion. It offers an option for those students whose behavior problems are so serious that they require the individual to be removed from the regular school setting.

A composite of the type of person for whom this program was created characterizes this student as being: (1) academically unmotivated and/or disinterested in vocational education, (2) a constant disciplinary and attendance problem in elementary and junior high school, (3) a disruptive influence in high school, (4) a potential dropout, (5) unable to handle structure or time requirements of the regular school day.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students are admitted to this program upon the recommendation of the Planning and Placement Committee. No one person may remove a student from the day school and place him/her in the alternative evening program. Rather, this move requires the action of an eight-member committee made up of the three class deans, a counselor, a social worker, an attendance worker, the assistant principal and the coordinator of the alternative program.

One of the deans is usually responsible for compiling and presenting the information relative to the proposed placement. In addition to considering the student's record and background, the committee also takes into account the other alternatives which have been attempted with the student before it arrives at its recommendation on placement. Once this recommendation has been made, the final approval of the high school principal is required prior to admitting the student to the evening program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The initial objective of this program was to establish a different type "school"--one which provides an environment where the students are individually encouraged to learn and complete their education. As the name implies, the evening alternative school operates after the regular school day on a schedule of four nights a week.

Students who enter the evening school are encouraged to gain employment during the day. Although no specific effort is made by the school personnel to help secure jobs for the student, an attempt is made to relate the student's educational program in a practical way to the work experience.

The evening school operates in classrooms provided in the high school building. Individualized instruction is given in four basic subjects selected so that the student may complete the requirements for a high school diploma. These include English, math, science, and social studies. Each night two hours of classwork are offered in one of these four subjects by a teacher certified in that area. These teachers are usually members of the regular day staff of the school and are selected on the basis of their ability to work effectively with the unique type of student who attends the alternative school.

In addition to the eight hours of basic instruction each student receives per week, students are also required to pursue a program of physical education. They do this by "contracting" with a regular physical education teacher, agreeing to perform a prescribed set of physical activities on a regular basis.

Whenever the academic program is in operation, a certified counselor is also on-site in order to provide individual and group counseling. Like the program instructors, the counselors are members of the regular school staff who have indicated an interest in working with the students in the alternative school. These counselors make appointments with students for academic, career, and personal counseling offered each night prior to the class sessions. Counseling is also available throughout the instructional period to provide crisis intervention and specialized help.

The major objective of the counseling component of the school is to assist each student to make the adjustment necessary to reenter the regular school and, ultimately, to finish their high school program. The counselors, therefore, assist all students in making the transition into and out of the evening program.

Upper Darby School District
Alternative Learning Program

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

As was noted, the basic philosophy of the evening program is to encourage each student to graduate and earn a diploma. Experience indicates that many students who are unable to fit into the conventional school program are quite capable of succeeding in this alternative. For some students it is necessary that they remain in the program until the completion of high school, while others are able after a time to reenter the regular school and complete their education in the normal manner.

When students wish to return to the regular school, they must apply to the Planning and Placement Committee. This committee determines whether the student has made sufficient academic progress and personal adjustment to warrant the move. Students who return to the regular program and find that they cannot cope with the demands being made on them have the opportunity to seek readmission to the evening program.

Any evening school student who fails to attend class regularly, does not complete assigned work, repeatedly violates school rules or engages in disruptive behavior may be removed from the alternative program.

WEST CHESTER SCHOOL DISTRICT
ALTERNATIVE SCHOOL

SCHOOL DISTRICT
West Chester School District
450 Ellis Lane
West Chester, Pa. 19380

CONTACT PERSON
Mr. Curt Newell
Program Director
Telephone: 215-436-7236

TYPE OF PROGRAM: Evening Program for Disruptive Students

GRADES INVOLVED: 7-12

PROGRAM STAFF: 1 administrator
2 teachers

PROGRAM LOCATION: Regular school building

TYPE OF DISTRICT: Urban

NUMBER OF STUDENTS:
-In District 11,500
-In Program 16

PROGRAM SOURCE(S): Local

PROGRAM STARTING DATE: 1975

HOURS OF OPERATION: 3:45 - 8:15

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

This program was created to serve that small percentage of students who are unable to function in the regular school environment. This inability is evidenced in a variety of maladaptive behaviors, ranging from repeated violations of school rules to serious acts of misconduct which jeopardize the safety of other students. Very often the individuals recommended to this program are ones whose behavior is so disruptive that they would be expelled were this option not available.

Although this school is able to deal with students who present a variety of discipline problems, it will not accept known drug users. The program is not designed to provide remediation in this area and, therefore, these students must be referred to other community agencies.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement and admission procedures)

Students who repeatedly violate school rules are referred by a school administrator to a special committee. Called the Alternative School Review Committee, this group is comprised of five assistant principals and the administrator of the alternative program. The student's school records, including disciplinary reports and other referral information, are examined; and a decision is made concerning placement. To a large extent this decision is based on a consideration of the individual student's ability to benefit from the alternative school. Since the decision to remove a student from the regular program is a serious one,

action on placement is only taken by the school board. Recommendations of the Alternative School Review Committee are sent to the board discipline committee, which makes an assignment to the school.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The staff members review each student's records and plan an individualized educational program to meet the minimum academic requirements necessary for promotion or graduation. A staff of two teachers provides instruction by way of small groups and individual tutoring.

By operating in the evening (3:45 p.m. to 8:15 p.m.) four days a week, the alternative school allows most students an opportunity to work. Since the ability to earn money is critical to some of the students in the alternative school, this feature often makes the difference between a student's finishing school or dropping out. In addition, this feature also provides students a first-hand opportunity for career exploration and for practical, on-the-job application of the basic skills stressed in the evening classwork.

With the program in session only four nights a week, Friday is reserved for staff and parent conferences. The staff strives to maintain close contact with the home of every student in the program. With parent support for the program, many problems these students experienced in their regular school may be circumvented. Most families cooperate with the staff because they realize that this alternative program may represent the last chance for their child to obtain a high school education.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class)

Individual students, parents and staff meet weekly to review the students' progress in the program. When the students or the parents feel that sufficient progress has been made, they may apply for readmission to the regular program. Their application is handled by the discipline committee of the school board, which will review the request and the recommendations of the alternative school staff. Where there is an indication that a student will be able to adjust to the regular program, a transfer is made. If a request is denied, the student must remain in the alternative program. With such a procedure, students are continually entering and leaving the program.